

# READING ACADEMY



BOOKLET 2

# COMPREHENSION

TEACHING CHILDREN  
TO READ

**10**

HOURS

To Complete  
All 10 Lessons



**Funda  
Wande**

Reading for Meaning

# Welcome and Orientation

Welcome to Funda Wandé Reading Academy booklet 2, the Gradual Release Model of Teaching Reading: Five CAPS Reading Activities.

This module covers Five Reading Activities which are used to teach the components of the reading curriculum described in CAPS. These reading activities are:

- Teacher Read Alouds
- Shared Reading
- Group Guided Reading
- Paired Reading
- Independent Reading.

Across these activities, the teacher gradually decreases the amount of scaffolding she provides to learners as they read, and learners increasingly take responsibility to read independently. We call this the Gradual Release of Responsibility Model of Teaching. The model is explained in the first two lessons.

There are 20 lessons in this Module, each of which will take approximately an hour to complete. You should be able to complete the Module in 20 hours.

It is important that you go through the lessons in sequence as each lesson builds on the content from the previous one. We encourage you to be an active reader while engaging with each lesson.

Each lesson has a **video(s)** that you need to watch by clicking watch now and a **self assessment** to completed.

**VIDEO**

**Now watch video 31: Teaching reading overview**

**12 mins**

**While you watch, think about:**

- 1 What are the three over-arching components which make up the reading process?
- 2 What does the teacher focus on to develop learners' reading skills?



**WATCH NOW**

**QUIZ**

**Check your understanding: True or false?**

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 Decoding, comprehension and response need to be taught together in order to ensure learners can read with meaning. **True or False?**
- 2 A teacher no longer needs to teach phonics in Grade 3. **True or False?**
- 3 When teachers read stories and discuss what has been read, they are developing comprehension. **True or False?**
- 4 A teacher needs to be a reader herself so that she can be a role model for her learners. **True or False?**

**Reflection**

Before checking on the answers to your self-assessment, please reflect on the following:

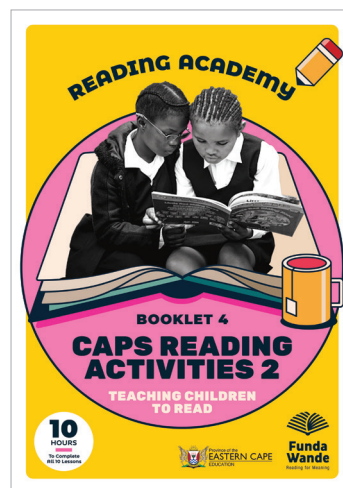
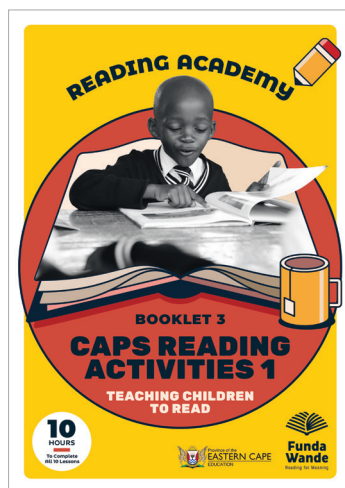
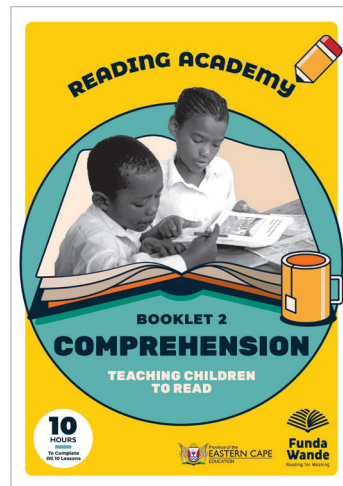
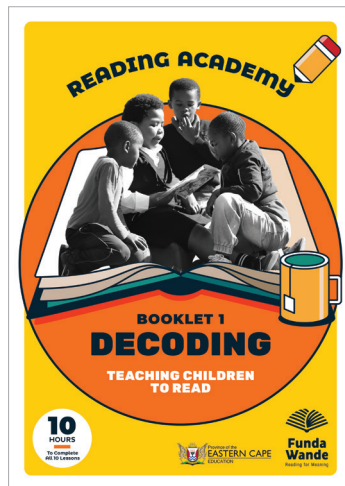
- 1 Which aspect of the lesson did you find the most informative?
- 2 What do you do daily in your class to encourage and motivate learners to read?

**Answers**

**Overview Of The Lesson and Topics**

<b>LESSON 11</b> What is vocabulary and why is it important?	<i>Page 5</i>
<b>LESSON 12</b> How do we teach vocabulary?	<i>Page 9</i>
<b>LESSON 13</b> Teaching comprehension	<i>Page 14</i>
<b>LESSON 14</b> Strategy 1 – Activating background knowledge	<i>Page 17</i>
<b>LESSON 15</b> Strategy 2 – Predicting	<i>Page 20</i>
<b>LESSON 16</b> Strategy 3 – Visualising	<i>Page 24</i>
<b>LESSON 17</b> Strategy 4 – Inferring	<i>Page 28</i>
<b>LESSON 18</b> Strategy 5 – Monitoring and repair	<i>Page 32</i>
<b>LESSON 19</b> Strategy 6 – Summarising	<i>Page 36</i>
<b>LESSON 20</b> Using questions to build comprehension	<i>Page 40</i>
.....	
<b>LESSON QUIZ ANSWERS</b>	<i>Page 44</i>

# The Funda Wande READING ACADEMY Series



In order to gain the most from this course, please ensure that you watch the videos in full and that you complete each self-assessment.

We encourage you to be active readers and viewers throughout the course. The assessments during the course are self-checks and the answers are given at the end of each lesson. At the end of the module there will be a final assessment.

The final assessment is made up of two tests and the details are as follows:

- Test 1 is taken after the completion of Booklet 1 and 2.
- Test 2 after the completion of Booklets 3 and 4.
- Each test lasting 1 hour and is in multiple-choice format.
- An online link for each test will be provided on the scheduled date.
- You will receive your results after clicking the submit button at the end of each the test.
- If you fail the test you will be provided a second chance to take the test and a new date will be scheduled for this.

We hope you enjoy the course and find it beneficial!

# Lesson 11: What is vocabulary and why is it important?

60  
mins

Welcome back.

From Grades 1 to 9 children learn many words every year, in their Home Language and in additional languages. We don't yet have a figure for isiXhosa speakers, but English-speaking learners learn approximately 2000–3000 new words each year. That's about five to eight new words a day! Learners' vocabulary development depends on their exposure to rich vocabulary. In this unit we look at ways in which teachers can provide learners with rich exposure to ensure that they gain a large and deep knowledge of words.

## What you will learn in this lesson

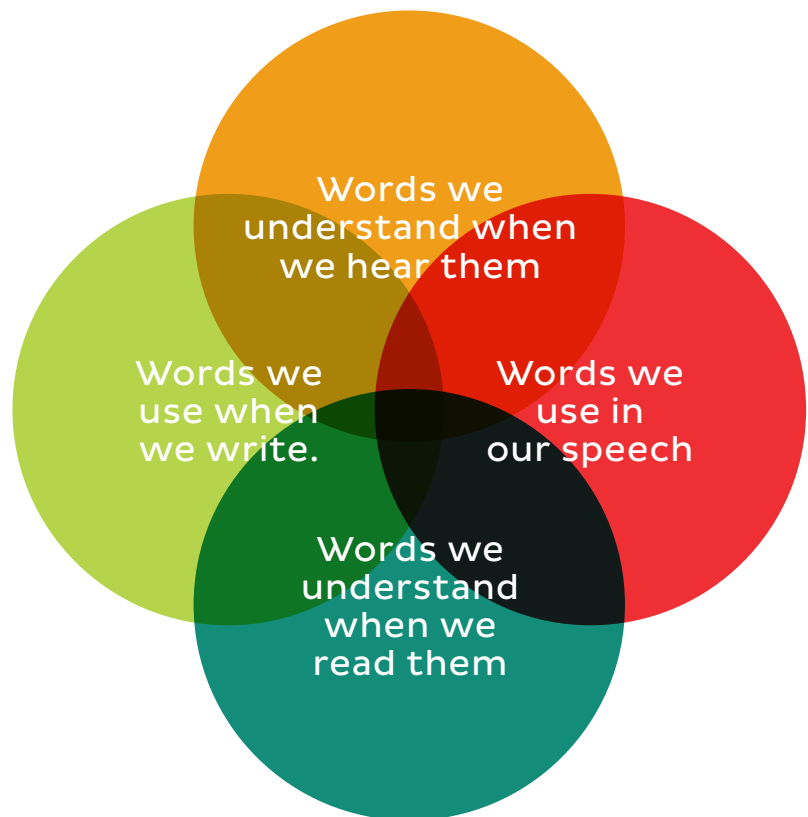
- What is meant by vocabulary
- What it means to know a word
- Why vocabulary is important
- The size and depth of vocabulary
- The importance of exposure and of reading in vocabulary development

## What do we mean by vocabulary?

This refers to the words, idioms and phrases that we know. Knowing a word means that we understand its:

- meaning
- sound (pronunciation)
- spelling
- parts and function.

We do not need to know about all these aspects for every word, but the more we do know about the word, the more likely we are to recognise it or use it again.



## Why is learning vocabulary important?

- 1 **You can say/write what you mean.** The more words you know the more accurately you can express your ideas and feelings. Vocabulary knowledge is key for success in content subjects at school.
- 2 **You can understand what you hear/read.** If you do not understand at least 95% of the words in a text you will have difficulty comprehending it.
- 3 **You can read more fluently and efficiently.** When you read words you already know and understand your brain recognises them quickly. This enables you to read fluently.
- 4 **Vocabulary is essential for gaining knowledge**

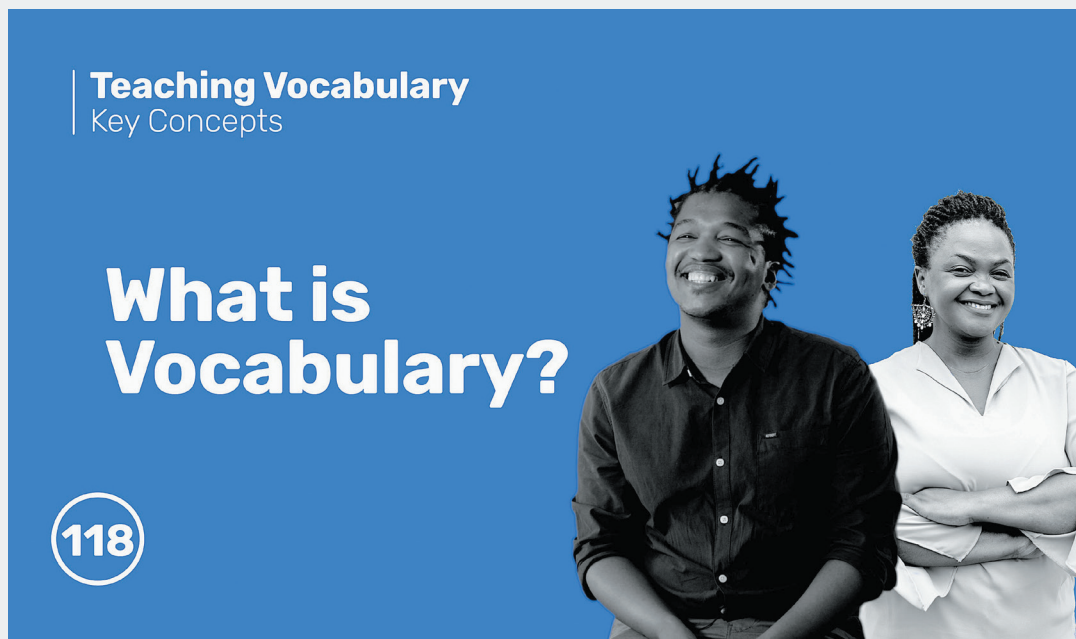
VIDEO

### Now watch video 118: What is vocabulary?

While you watch, think about:

- 1 What kind of words do children need to know?
- 2 How many words do you think they should be taught each week?
- 3 Why is it important for teachers to use interesting words when they speak to children?

5  
mins



WATCH NOW

## Size and depth of vocabulary

The teachers in video 118 spoke about the size and depth of vocabulary. Let's look at these concepts:

**Size:** It is important to know lots of words. Learners who read know far more words, about more topics, than learners who don't read. Learners who do well in school usually know more words than learners who struggle in school.

**Depth:** Depth of vocabulary refers to how well we know words. Can we recognise the word fast and accurately? Can we spell it? Do we know its meaning? What connotations does it have? For example, the adjectives slim and skinny both have the meaning of not being fat, but slim has a more positive connotation (neither fat nor thin), while skinny has a slight negative connotation (a bit too thin).

**BREADTH or SIZE (how many words do we know?)**  
We learn more words about more things

**DEPTH (How well do we know them?)** We learn more about the words we know, and more about how they work

**Check your understanding: True or False?**

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 We can claim to know a word if we are able to pronounce it correctly. **True or False**

---

- 2 Vocabulary knowledge is a key component of school success. **True or False?**

---

- 3 Developing depth of vocabulary is more important than size of vocabulary. **True or False?**

---

- 4 Vocabulary depth refers to the knowledge of how to use and apply a word in context. **True or False?**

---

**Reflection**

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Do you make a conscious effort to expose your learners to a wide range of vocabulary regularly during class?

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- 2 Do you plan which vocabulary you want learners to learn when you plan your lesson?

---

**Answers**

Well done, you have completed Lesson 11.

## Lesson 12: How do we teach vocabulary?

60  
mins

Welcome back.

### Two key principles for vocabulary development

- 1 Learners need regular exposure to rich spoken and written language.

### What you will learn in this lesson

- The importance of exposure and reading to vocabulary development
- What is meant by RICH language?
- The Matthew effect on reading
- Explicit and incidental vocabulary development

- 2 Learners need to **read** extensively to be exposed to words that are not used in everyday speech.

### Two key principles for vocabulary development

- 1 Learners need regular exposure to rich spoken and written language.
- 2 Learners need to read extensively to be exposed to words that are not used in everyday speech.

### What do we mean by rich language?

Rich language is varied, expressive and extensive. While spoken language can be rich, we know that written language contains more words, more concepts, more expressive vocabulary and a larger range of words than spoken language. This is one of the key reasons why the more learners read, the larger their vocabulary. This has been referred to as the Matthew Effect.





The more people read, the more words they encounter, which makes their vocabularies bigger, which makes them even better readers. We call this the Matthew Effect (referring to the biblical parable of the talents, Matthew 25:29).

**In summary, the more you read the better you read, and better is your chance of succeeding at school.**

#### **Teachers must create opportunities for exposure**

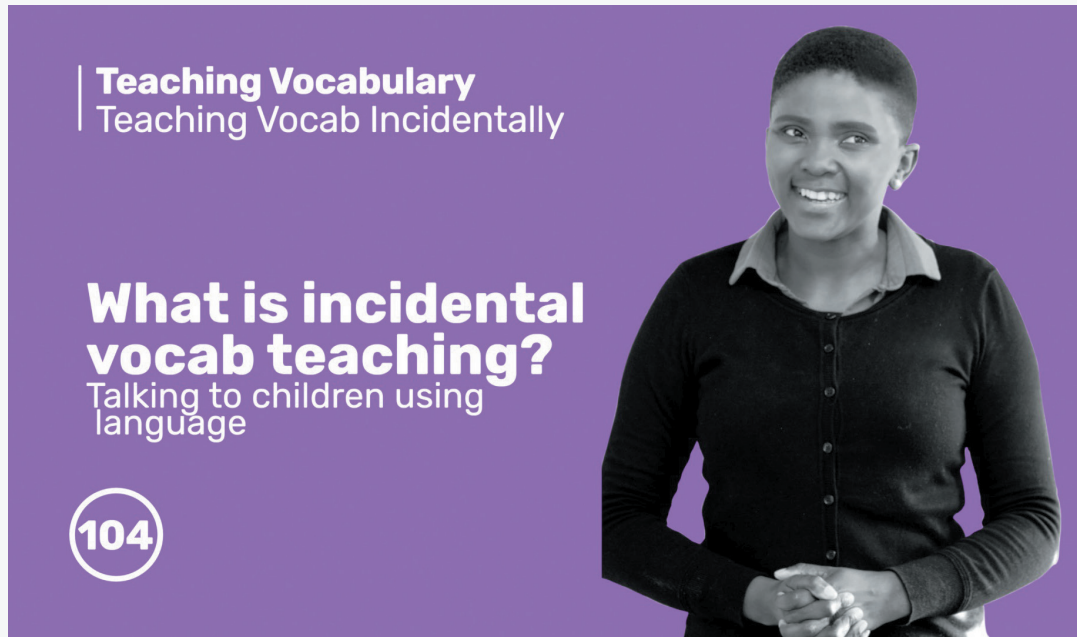
Teachers need to create opportunities for learners to engage with a range of relevant, interesting, and varied texts. This is critical because:

- 1 Exposure to language affects vocabulary size. Learners who come from homes where there is a lot of rich language know many more words than learners who do not have this exposure. We need to remember that multilingual learners are developing vocabulary knowledge in all their languages.
- 2 Amount of reading affects vocabulary size. People who read a lot (in any language) always have much larger vocabularies than people who don't read. Also, people who come from homes where there are more books have larger vocabularies. Many learners do not have access to books at home because of poverty. These vocabulary differences can have a big influence on how well learners do at school.

**Now watch video 104: What is incidental vocab teaching?****7**  
mins

While you watch, think about these questions:

- 1 Why is it so important for the teacher to talk with children, including about new topics?
- 2 How does reading aloud to children build their vocabulary?
- 3 How does the teacher extend (add to) what children say? Why is this important?

**WATCH NOW****What is explicit word learning?**

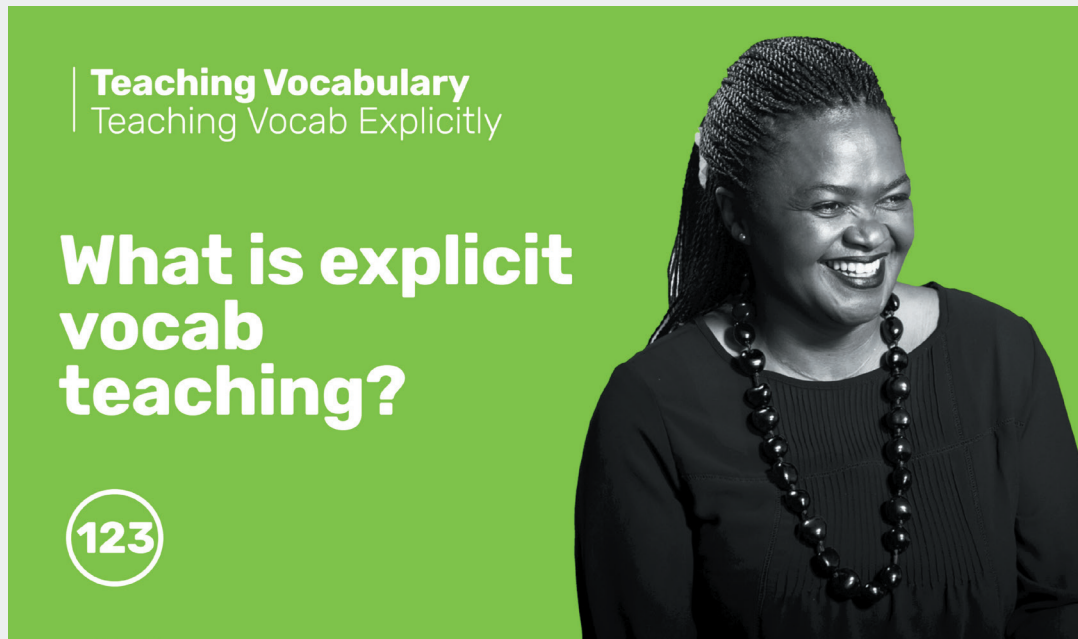
- a) Explicit word learning happens when the teaching is carefully planned, and the goal is clear. When teachers teach vocabulary explicitly, they follow a clear programme that enhances learners' vocabulary knowledge. They set specific goals (e.g. To teach 15 new words a week). They plan when they will teach the words, how to teach them and when to assess the vocabulary knowledge.
- b) Explicit word learning is important for deepening our knowledge of words. Remember to teach about meaning, form and use.
- c) Exposure is key. Learners need to see, hear, say and write those new words multiple times in order to learn them.

## Now watch video 123: What is explicit vocab teaching?

While you watch, think about:

- 1 In which lessons can you teach vocabulary explicitly?
- 2 Why are words written on flash cards?
- 3 Why are flash cards put on the word wall?

5  
mins



WATCH NOW

### Key ideas from the video

- a) Vocabulary can be taught across all language activities (Shared Reading, Read-Aloud, Phonics, Speaking and Listening, Group Guided Reading and Writing).
- b) The teacher needs to plan and prepare selected vocabulary.
- c) Words can be taken from a Shared Reading text.
- d) Flash cards are useful for introducing the words.
- e) Selected words need to be put up in the classroom every week (Words of the Week).
- f) The teacher must reinforce the words frequently throughout the week (repeated exposure).
- g) Words can be reinforced during writing activities.
- h) Teacher Read-Aloud texts are useful for introducing new and varied words.
- i) Posters can be useful ways of introducing new words and concepts.
- j) Words and vocabulary can also be reinforced during Life Skills. Words can be selected from all subject areas including Maths.
- k) Group Guided Reading offers a space for vocabulary instruction.
- l) Words need to be repeated throughout the week and term so that learners get to remember them.

**Check your understanding: Match the columns**

Match the **term in column A** with its **meaning in column B**.

A/ TERM	B/ MEANING
1 Exposure	a. Language that is expressive, varied and contains new words and concepts
2 The Matthew Effect	b. Providing opportunities for learners to read and use language to develop their vocabulary.
3 Rich language	c. Developing vocabulary while teaching other ideas and activities.
4 Incidental vocabulary learning	d. Learners who read gain more vocabulary knowledge which encourages them to read more and therefore they are constantly becoming "richer" in their word knowledge

**Reflection**

Before checking your answers, please reflect on the following:

- 1 What can you do regularly in class to expose your learners to rich language?
- 2 What teaching strategies do you use for explicit vocabulary teaching?

**Answers**

Well done, you have completed Lesson 12

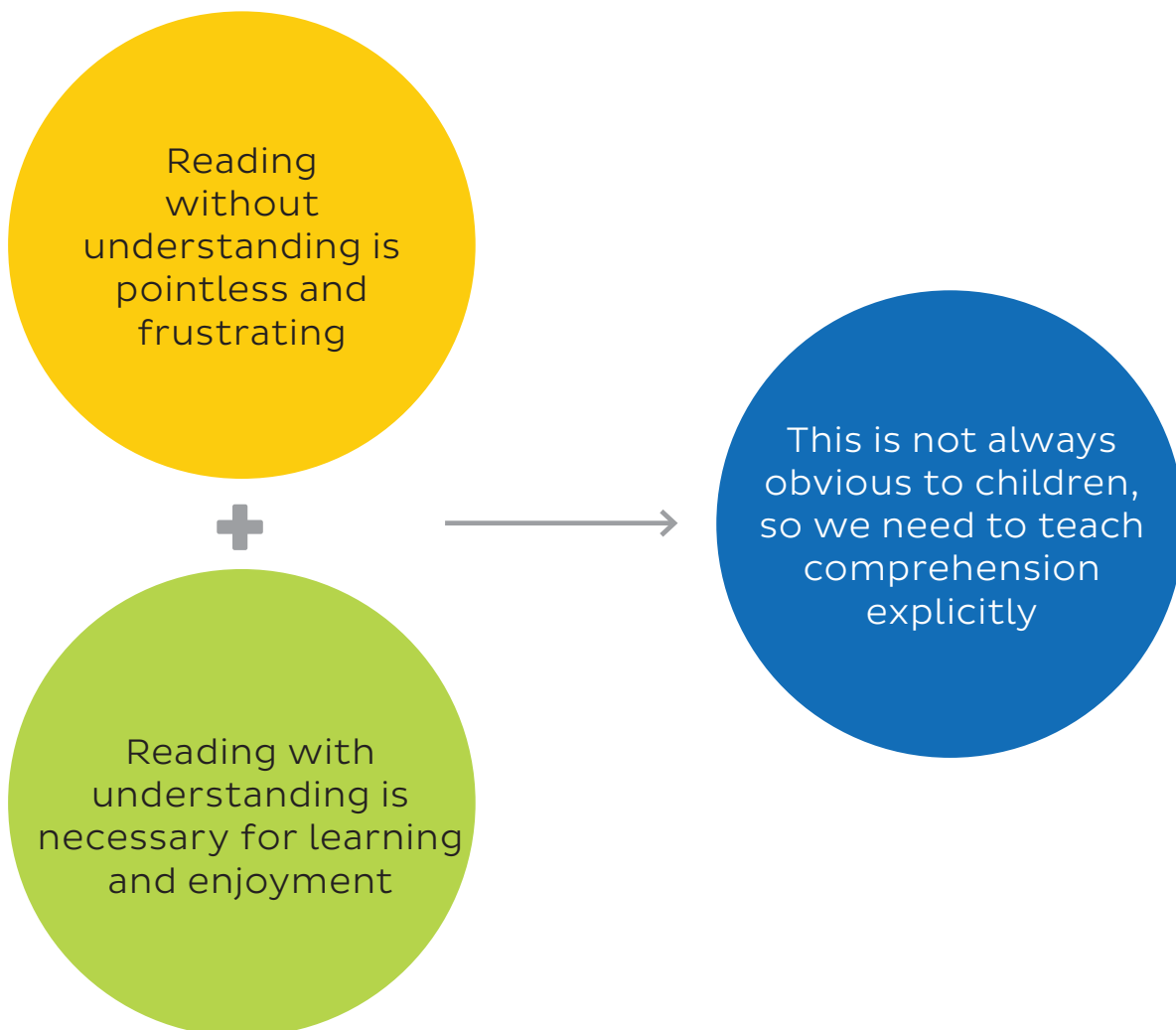
Welcome back.

The primary goal of reading is about understanding or making meaning from a text. Often, we are quick to assess comprehension but do not always pay enough attention to the explicit teaching of comprehension.

## What you will learn in this lesson

- Comprehension needs to be taught
- Teach learners strategies for comprehension.
- Asking good questions is key to developing comprehension.

## Comprehension Is The Ultimate Goal Of Reading



**COMPREHENSION IS**

the process of coming to understand what we read.

**TEACHING COMPREHENSION IS**

Teaching children how to be good meaning makers so that they understand what they read.

- Asking questions that guide them to read with understanding.
- Teaching them strategies they can use to understand any text.

**TEACHING COMPREHENSION IS NOT**

just setting questions to answer after reading a text- that is assessing comprehension, not teaching it.

VIDEO

**Now watch video 165: Teaching Comprehension**

While you watch, think about these questions:

- 1 What does it mean to explicitly teach comprehension strategies?
- 2 What kinds of questions help children think about their reading?

11  
mins

**Comprehension**  
Overview

# Teaching Comprehension

Overview

165



WATCH NOW

Comprehension strategies are ways of thinking about the texts we are reading. Comprehension strategies can be explicitly taught. The acronym NEMPA provides the five steps to follow to teach a comprehension strategy explicitly. These steps might need to be repeated a few times before learners start doing it habitually.



Since comprehension is a thinking process which cannot be seen, an effective way to model thinking is to “Think Aloud”.

- 1 When thinking aloud, the teacher tells the class what she is thinking. For example, the teacher says, “I don’t know how to say this word, so let me break it up into syllables to try and work out how to read it.”
- 2 “Think Alouds” can be used to teach comprehension strategies, decoding, writing, or working out word meanings.

QUIZ

**Check your understanding: Cloze procedure**

Fill in the correct word from the list below.

**prediction – interact – explicitly – structure – inferential**

- 1 The teacher needs to actively teach learners to comprehend by asking questions and assisting the learners to \_\_\_\_\_ with the text.  
.....
- 2 Teaching learners about the \_\_\_\_\_ of a text will enable them to understand how the format of a text affects meaning.  
.....
- 3 The teacher must not only ask literal questions but also \_\_\_\_\_ questions.  
.....
- 4 Asking learners to think about what will happen next in the story is called \_\_\_\_\_ .  
.....
- 5 Comprehension strategies need to be \_\_\_\_\_ taught and modelled by the teacher.  
.....

**Reflection**

Before checking your answers please reflect on the following:

- 1 Were you ever explicitly taught to comprehend when you were a learner?  
.....
- 2 What stood out for you in this video about teaching comprehension?  
.....

**Answers**

Well done, you have completed Lesson 13.

## Lesson 14: Strategy 1 – Activating background knowledge

60  
mins

Welcome back.

### What you will learn in this lesson

- The importance of getting learners to think about what they already know on a topic
- Doing this, motivates learners to engage

Background knowledge is what we already know about something. We get this knowledge from our experiences in life, such as reading, seeing, learning and feeling. A good reading strategy is to activate our background knowledge before we start reading. This means “waking up” that knowledge so that we can use it when we read.

VIDEO

### Now watch video 143: Background knowledge

While you watch, think about these questions:

- 1 Why are the learners asked what they already know about insects?
- 2 How will this help them to understand the text?
- 3 Will it motivate them to read the text?

3  
mins

**Comprehension**  
Teach strategies explicitly

**Background knowledge  
using mind map**

143

Izinambuzane

WATCH NOW

Look at this summary of how to activate learners' background knowledge:



### WHAT do I teach?

**That they must bring to mind and use their existing knowledge** to help them understand new knowledge that is found in reading a text.

**Background knowledge includes:** knowledge of a topic, of vocabulary, language structure as well as textual conventions including punctuation.



### WHY?

**To build on what we already know as we read.** The old and new knowledge link up in our brains.

**To help us fill in the gaps of the print** (inferring). This is important as not everything is written explicitly in a text.

**To anticipate (predict) what might happen next.**



### WHEN?

**Before reading.** In the classroom, the teacher scaffolds this during Shared Reading or Read Aloud. Children practice it during Independent Reading.

**During Reading.** The teacher models and scaffolds it during Shared Reading and Read Aloud.



### HOW?

**Preview** the text with the class: Talk about the cover, title and contents page and do a "picture walk."

**Ask them questions** about what they know about the topic. Ask them to think of their own questions, such as "I wonder..."

**THINK out ALOUD** to demonstrate how children should think about what they already know.

**Check your understanding: Cloze procedure**

Select the correct word from this list to complete the sentences below.

**cover – language structures – infer – motivate**

- 1 Tapping into what the learners know about a topic will \_\_\_\_\_ them to read more.
- 2 The teacher can ask the learners to think about what they know about the topic as well as their knowledge of \_\_\_\_\_.
- 3 The \_\_\_\_\_ of the book is a good place to start questioning learners about what they know.
- 4 When learners bring their existing knowledge to the text, they will be more able to \_\_\_\_\_ meanings that are not explicitly stated in the text.

**Reflection**

Before checking your answers please reflect on the following:

- 1 Do you consciously think about what you know before you read information texts?
- 2 How can you use pair work to get more learners to think about their background knowledge before reading?

**Answers**

Well done, you have completed Lesson 14.

# Lesson 15: Strategy 2 – Predicting

60  
mins

Welcome back.

The second strategy that we will be exploring, is asking learners to make predictions. Predicting is thinking ahead and anticipating what will happen next. It is important for the teacher to guide the learners in their predictions.

## What you will learn in this lesson

- The value of getting learners to predict what will happen in the story/text
- When to ask learners to predict
- How to encourage learners not to make wild guesses

---

## Notes on getting learners to predict

- 1 Predicting is not just wild guessing.
- 2 We base our predictions on clues in the text and on our knowledge of the world and of how texts work.
- 3 If the teacher only asks, “What do you think will happen?”, learners might make random guesses. Therefore, it is better to guide the prediction by drawing learners’ attention to what they have read and then using that knowledge to guide a prediction.
- 4 An example of this would be, “We have just read that Thabo has been misbehaving in class and his teacher has just noticed this. What do you think the teacher is going to do about Thabo’s behaviour?”
- 5 Pictures, illustrations, and the cover page can also be used as prompts for prediction.

**Now watch video 1J: Prediction**

While you watch, think about these questions:

- 1 What are the children predicting?
- 2 How does it help them to understand the text?

**1**  
mins

**Teaching Comprehension**  
Comprehension Strategies

**Predicting**  
Uqikelela okuzakwenzeka

**1J**

**WATCH NOW**



Let's look at a summary of how to teach learners to use prediction.



### WHAT do I teach?

To use **words or picture clues** in the text and the **knowledge in our heads** to 'look forward into the story' and predict what might happen.

**Not to guess wildly!** They should be able to give reasons for their predictions.

To **asses whether their predictions are accurate** or not and why.



### WHY?

It helps the reader **connect existing knowledge to new knowledge**.

It **encourages readers to be active thinkers** while they read.



### WHEN?

**Before reading**, predictions help children anticipate what they will encounter.

**During reading**, predictions help readers to wonder about and to anticipate what will happen next.



### HOW?

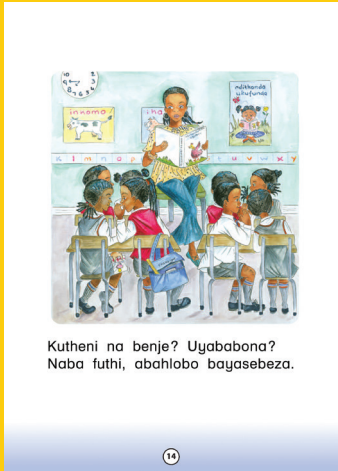
**Model predicting by thinking out aloud** about how you predict when you read.

**Ask children what they think will happen next**, based on what they know already and also on what they have already read.

**Ask them to evaluate their predictions.**

**Check your understanding: Multiple choice**

Look at these two pages from a Vula Bula story:



Page 1



Page 2

The teacher wants to ask learners to make predictions based on the two pages above. Which of the following would be the best prediction question for her to ask?

- 1 Look at both pictures and think what will happen next.  
.....
- 2 Look at the teacher's face and predict what she will say?  
.....
- 3 Look carefully at what the little girl in Picture 2 is doing. What do you think she has in her hand? Knowing that the teacher is pregnant and that the learners have been whispering excitedly, what do you think they might be planning?  
.....

**Reflection**

Before checking your answers please reflect on the following:

- 1 Why do you think it is valuable to get learners not only to predict, but also to check later if their predictions are correct, or not?  
.....
- 2 Do you think predicting can be used for all types of texts, including information and procedural texts?

**Answers**

Well done, you have completed Lesson 15.

Welcome back.

**Visualising is making pictures of the story in our minds when we read.** When learners visualise what they are reading, they are more likely to understand the text and to remember what they have read.

## What you will learn in this lesson

- Visualising as a comprehension strategy
- How to guide learners in the visualising process

## Notes on visualising

- 1 People tend to remember visuals (pictures) better than words.
- 2 Asking a learner to form a picture in their mind helps them to see and remember what they are reading.
- 3 The teacher can support the visualisation process by guiding the formation of the picture.
- 4 The teacher can support visualising by modelling the process for the learners.



**Now watch video 152: Visualising**

While you watch, think about these questions:

- 1 How did you visualise the story?
- 2 Does it matter that every person will visualise in a unique way?

**4**  
mins

Teaching Comprehension  
Comprehension Strategies

**Visualising**  
Ukwenza imifanekiso-  
ngqondweni

152

WATCH NOW

Look at this summary of how to teach learners the visualising strategy.



### WHAT do I teach?

**To build a mental picture in their heads** as they read.

**To use words or picture clues in the text**, knowledge in their heads and their thinking skills to form this mind picture of what they are reading.

**To use all their senses to make this picture.** Our five senses are sight, smell, taste, touch, and hearing.



### WHY?

**It is a visual representation** of our comprehension. It helps us to “see” what is written.

**We use all our senses** to imagine the scene.

**It helps us to remember** what we have read.



### WHEN?

**Model visualisation at a part of the story that is easy** to visualise.

**Show how your mind-picture can change** as you get new clues from reading.

**Ask children to describe what they visualise** after a description, or after some action has happened.



### HOW?

**Model the strategy** by describing the picture in your head. Talk about the words in the text that helped make this picture.

**Show how to use all your senses** to visualise.

**Ask children to describe their visualisations** and to talk about the words in the text which helped create the picture.

**Check your understanding: True or False?**

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 Making a mind picture of what we are reading, assists in remembering. **True or False?**  
.....
- 2 Vocabulary knowledge is a key component of school success. **True or False?**  
.....
- 3 Visualising is not effective for every type of text. **True or False?**  
.....
- 4 The teacher needs to prepare beforehand to identify which aspects of the text she would like to get learners to visualise. **True or False?**  
.....

**Reflection**

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Do the icons (such as this one **X**) help you to remember these strategies?  
.....
- 2 Could you think of better images/icons to use to represent these six strategies?  
.....

**Answers**

Well done, you have completed Lesson 16.

Welcome back.

Often young readers think that all the information they will gain from a text exists on the page. This is not true. Readers need to use their existing knowledge of the world, as well as what the text says, to help them make sense of what the writer means. We call this **inferring**.

## What you will learn in this lesson

- What inferring means
- The importance of getting learners to make inferences about a text
- Planning questions beforehand to ensure the inclusion of higher order questions



**Now watch video 149: Inferring**

While you watch, think about these questions:

- 1 Does the story tell us exactly who Nomsa is?
- 2 What information do the children use to work out who Nomsa is?

**3**  
mins

**Teaching Comprehension**  
Comprehension Strategies

**Inferring**  
Ukukhangela intsingiselo  
efihlakeleyo

149

**WATCH NOW**



### WHAT do I teach?

**That to understand what is not said explicitly in the text we make connections between**

- bits of information in the text
- the text and what you know about the world.

**That we need to actively search** for implicit meaning in texts.

**That you might have to re-read** or read slower.



### WHY?

**A lot of information in texts is implied (not stated).** Texts would be too long and boring if writers explained every detail. This means that readers need to **'read between the line'** or fill in the gaps.

**Inferencing is crucial for reading with understanding.**



### WHEN?

**Especially when reading stories or poetry.**

**Explicitly** teach this strategy during **Shared Reading**

**Remind children to apply inferencing** during GGR and Independent Reading



### HOW?

**Show how you notice** when you need to infer.

**Model** how to use knowledge about language, vocabulary, and background knowledge to fill in the gaps in the text.

**Ask inferential questions** to help children practice inferring. Ask them to give reasons for their answers.

**Check your understanding: Select a question**

Look at the following page from a workbook. Select which question below is an inference question.

21 We get there at last

Term 1 - Week 5-6



Let's read

At last the taxi arrived at Dumi's house. It was already 8 o'clock that night. "At last we are here," said Bongi, and she turned the door knob. Bongi was very glad to see her cousin. "Hi Dumi," Bongi screamed. "Come and see the baby frogs in the river," Dumi shouted. "No, no!" said Dumi's mother. "You must both please sit and eat." "I want to climb in the tree house at the park," Bongi screamed. "No, you can't climb the tree now. It's too late. You must sit and eat," called her mother.

**Question:** Which one of the three below is an inference question?

- 1 What time did the taxi arrive at Dumi's house? .....
- 2 Where did Bongi want to climb a tree? .....
- 3 Why did Bongi "scream" and not just ask Dumi to go to the river? .....

**Reflection**

Before checking your answers please reflect on the following:

- 1 Do you remember being explicitly taught to infer when you were in school?? .....
- 2 In what grade should teachers teach learners how to make inferences from a text?

**Answers**

Well done, you have completed Lesson 17.

# Lesson 18: Strategy 5 – Monitoring and repair

60  
mins

Welcome back.

Monitoring and repair involves checking our understanding as we read (monitoring), and going back and re-reading if something doesn't make sense to us (repairing).

## What you will learn in this lesson

- Why it is important for readers to monitor their understanding as they read
- Ways in which to “repair” or correct while they are reading
- Encourage learners to reread and go back a little way to check and try again to make sense of the text

## Notes on monitoring and repair

- 1 The most important aspect of this strategy is to encourage learners to be alert and to check (monitor) their understanding while they are reading.
- 2 If they monitor as they read, they will pick up gaps/ mistakes/things that do not make sense. When they realise that there is something that does not sense, they go back and reread or check.
- 3 When learners become fast readers, they can look ahead to monitor understanding and anticipate possible problem areas.
- 4 The STOP sign can be used to signal to the learner that if they realise that something is not making sense, that they quickly check and then attempt to “fix” (go back and reread either the sentence or phrase) and that they do not just continue reading.
- 5 Only if rereading and going back does not work, should learners ask for help or consult a dictionary or reference book.
- 6 If learners do not pick up on mistakes or things that do not make sense early in the text they will quickly lose interest and understanding.
- 7 As learners become more fluent in their reading, the monitoring should start to happen unconsciously.



**Now watch video 148: Monitoring and repair**

While you watch, think about these questions:

- 1 What is the teacher modelling?
- 2 Why does the teacher use the stop sign?

**5**  
mins

**Teaching Comprehension**  
Comprehension Strategies

**Monitoring and Repair**  
Qaphela ze uzilungise  
xa ufunda

**148**

**WATCH NOW**

Read this summary of monitoring and repair.



### WHAT do I teach?

To continually check their **understanding** of what they are reading.

To **stop and re-read** if comprehension breaks down.

To try to **REPAIR or FIX the problem**, if they read a sentence/ word/ section that does not make sense.



### WHY?

It helps them to **notice gaps or misunderstandings WHILE they read**, not only at the end of the text.

It ensures that children are **active, thinking readers**.



### WHEN?

Model the strategy **during Shared Reading**.

Remind children to apply it in **GGR and Independent Reading**.

Children should monitor and repair their understanding **during reading and after reading**.



### HOW?

**Explain** that the whole reason for reading is to understand, so if we have problems understanding, we try to fix the problem as soon as possible.

**Use NEMPA:** Name, Explain, Model, Practice and Apply.

**Check your understanding: True or False?**

Write your answer in your notebook and check your answers at the end of the lesson.

- 1 Another word for monitor is "check". **True or False?**  
.....
- 2 Learners only need to monitor their understanding when they are beginning readers. **True or False?**  
.....
- 3 One of the best ways to monitor understanding is to briefly stop when a problem is identified and then go back and reread the section to try and sort out the problem. **True or False?**  
.....
- 4 As soon as learners do not understand a word, they need to check it in the dictionary. **True or False?**  
.....

**Reflection**

Before checking on the answers to your self-assessment, please reflect on the following:

- 1 Do you find yourself monitoring and going back to reread when reading an unfamiliar topic?  
.....
- 2 Which kinds of texts usually require more careful monitoring?  
.....

**Answers**

Well done, you have completed Lesson 18.

Welcome back.

Learning how to summarise means learning how to identify key ideas in any text but particularly in non-fiction texts. Summarising is an essential skill for learners to develop and is especially important for the higher grades. When we summarise, we must identify the most important information.

## What you will learn in this lesson

- The importance of teaching summarising skills.
- How to teach learners to summarise.
- The use of graphics such as tables and tree diagrams to support summarising.

## Notes about teaching summaries

- 1 There are various ways to summarise texts. These include tables, flow charts, one-word summaries, one sentence summaries and tree diagrams. Teach learners how to use these different summary formats
- 2 Teach children where to look in a text for certain kinds of information:
  - a) The overall topic is stated in the heading
  - b) A well-written paragraph usually only has one main idea and the other sentences support or illustrate the main idea. Main ideas are usually captured in one sentence known as the topic sentence.
- 3 We need to ask ourselves, what is the main or key idea in this paragraph?  
And then ask which sentences support or provide examples for the main idea.



**Now watch video 147: Summarising non-fiction**

While you watch, think about these questions:

- 1 Can we only summarise AFTER reading the full text, or do we also summarise WHILE we are reading?
- 2 Would we summarise a story in the same way as a non-fiction text?
- 3 What is the value of producing a summary table?

**8**  
mins



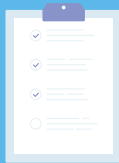
**Teaching Comprehension**  
Comprehension Strategies

**Summarising Non-Fiction**  
Ukushwankathela ibali elingenabunyani

**147**

**WATCH NOW**

## Read this summary of teaching summaries

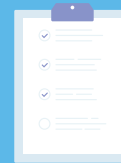


### WHAT do I teach?

**How to identify the MAIN ideas** in a text.

**How to differentiate** between the main ideas and the supporting ideas.

**What is important in different kinds of texts.**

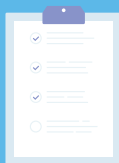


### WHY?

**It helps with comprehending** longer texts.

**It is an essential skill** for children, especially in the Intermediate and Senior phase of schooling.

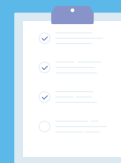
**Summaries of key ideas help children to study** and remember what they have learnt.



### WHEN?

Explicitly teach children how to summarise texts **during Shared Reading.**

**Key Ideas should be identified throughout the reading** so that a summary can be made at the the end.



### HOW?

Show how to identify ideas **in both information texts as well as narrative texts.**

**Draw attention to the title and headings/sub-headings.**

**Ask children to tell what happenend** in the story in one sentence or to tell them the main point of the text.

**Look at this summary of the summarising strategy**

Check your understanding: **Match the columns.**

A/ QUESTION	B/ ANSWER
1 You want learners to have an overall idea of what the text is about.	a. Ask learners to find the topic sentence.
2 You want learners to find what the main idea in a paragraph is.	b. Ask learners to read the heading, as this sums up the topic.
3 You want learners to identify supporting sentences in a paragraph.	c. Ask them to sum up in one sentence what the text is about.
4 You want learners to give you a general summary of what the text is about.	d. Ask learners to see which sentences either illustrate or give examples in a paragraph. These are not the main ideas, just supporting ideas.

**Reflection**

Before checking on the answers to your self-assessment please reflect on the following:

- 1 How would you rate your own ability to do summaries of academic texts?
- 2 What would assist you to improve your summary writing?

**Answers**

Well done, you have completed Lesson 19.

# Lesson 20: Using questions to build comprehension

60 mins

Welcome back.

In this lesson, we look at different types of questions: literal, inferential and evaluative questions.

## What you will learn in this lesson

- Learn more about different types of questions

## What are the different types of questions?

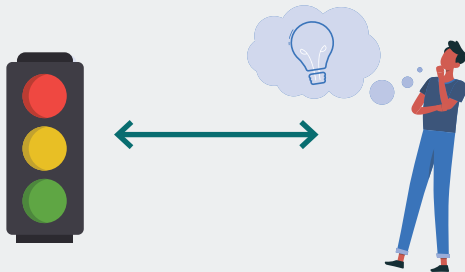
When you ask literal comprehension questions you want the learners to find information that is written in the text. Teach learners to go to the text to find the answers to this kind of question:

- Find specific details within the text.
- Find specific words.
- Identify and locate places and events that are discussed.

### Inferential Questions

Stop Think!

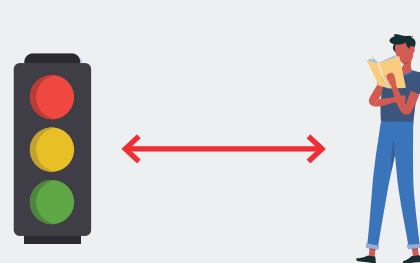
Use clues from text **AND** your knowledge of the world



**Why? How? Predict.**  
**What's the main idea?**  
**Would you? Why did the author?**

### Literal Questions

Go directly to the text  
to find the answer



**Who? What? Where? When?**  
**What kind? How many?**  
**List, Find, Name.**

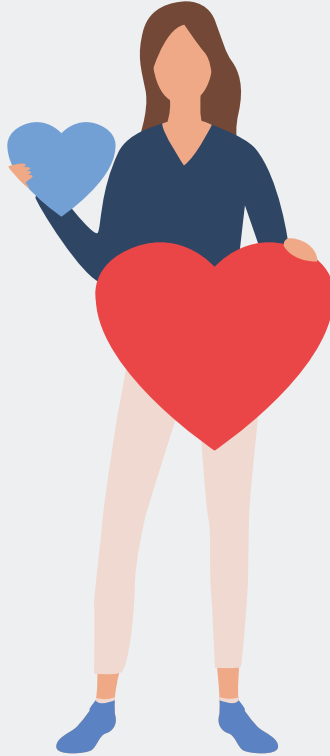
When you ask Inferential questions, you want learners to find the answers in their heads while using clues in the text.

- They must stop and think about the text.
- They must use their background knowledge **and** clues in the text to infer the answer.
- They must be able to back up their answer with details from the text.

## Evaluative Questions

What Do You Think

Give your own opinion related  
to the text



In Your Opinion...

Do You Agree?

Why Do You Like?

What Are The Implications

When you ask **evaluative (or appreciative)** questions, you want learners to give their opinions.


- a) They must think about whether they agree with the writer or not.
- b) They must give their opinions on the subject matter and how it was written.

**Now watch video 150: Types of questions**

**Teaching Comprehension**  
Using Questions

**Types of Questions**  
**Literal**

**150**


8  
mins[WATCH NOW](#)**Now watch Video 178: Inferential questions**

While you watch, think about these questions:


- 1 Why do the learners struggle to give a reasonable answer?
- 2 How does the teacher help them to find the right answer?

12  
mins

**Teaching Comprehension**  
Using Questions

**Inferential Questions**  
Practice

**178**


[WATCH NOW](#)

**Check your understanding: Match correctly**

Look at this page from a Vula Bula story, then read the questions which follow. What kind of question is each? Select the correct answer from the choices provided.



Unkosazana uNkawu umeme  
umumzana uNkawu.  
Baze kutya isonka nesonka samasi.  
Unkosazana ubeka isonka efestileni.  
Ubeka nesonka samasi esityeni.



**Question:** Which one of the three below is an inference question?

- 1 What is Mrs Nkawu making?
  - a) Evaluative question
  - b) Inferential question
  - c) Literal question

---

- 2 Why does she put the bread on the windowsill?
  - a) Evaluative question
  - b) Literal question
  - c) Inferential question

---

- 3 Who is Nkosazana Nkawu's husband?
  - a) Literal Question
  - b) Evaluative Question
  - c) Inferential Question

**Reflection**

Before checking your answers please reflect on the following:

- 1 Do you feel completely comfortable about the difference between literal questions and inferential questions?

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- 2 Sum up in your own mind the benefits of planning and asking good questions.

**Answers**

Well done, you have completed Lesson 20!

This is the end of this unit on comprehension, and also the end of this module. We hope you have found the module valuable and enjoyable!

## Lesson Quiz Answers

### Lesson 11

- 1. False.** In order to know a word, we should usually know what it means, how to use it, which part of speech it is and how to spell it.
  - 2. True.** Vocabulary knowledge is key for school success.
  - 3. False.** Both size and depth are important.
  - 4. True.** The depth of vocabulary refers to knowing how to use the word in various contexts, knowing synonyms and antonyms, knowing associations of the word.
- 

### Lesson 12

- 1. Exposure:** b. Providing opportunities for learners to read and use language to develop their vocabulary.
  - 2. The Matthew Effect:** d. Learners who read gain more vocabulary knowledge which encourages them to read more and therefore they are constantly becoming “richer” in their word knowledge.
  - 3. Rich language:** a. Language that is expressive, varied and contains new words and concepts.
  - 4. Incidental vocabulary learning:** c. Developing vocabulary while teaching other ideas and activities.
- 

### Lesson 13

- The teacher needs to actively teach learners to comprehend by asking questions and assisting the learners to **interact** with the text.
  - Teaching learners about the **structure** of a text will enable them to understand how the format of a text affects meaning.
  - The teacher must not only ask literal questions but also **inferential** questions.
  - Asking learners to think about what will happen next in the story is called **prediction**.
  - Comprehension strategies need to be **explicitly** taught and modelled by the teacher.
- 

### Lesson 14

- Tapping into what the learners know about a topic will **motivate** them to read more.
  - The teacher can ask the learners to think about what they know about the topic as well as their knowledge of **language structures**.
  - The **cover** of the book is a good place to start questioning learners about what they know.
  - When learners bring their existing knowledge to the text, they will be more able to **infer** meanings that are not explicitly stated in the text.
- 

### Lesson 15

**The best prediction question is question 3**, as it guides the learner in what to base his/her prediction on and not just to guess.

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## Lesson 16

1. **True.** Having a picture of something will help you to remember it.
2. **True.** The more senses used the clearer the picture will be.
3. **True.** While visualising can be used for most texts, there might be some texts that do not lend themselves to this creative process.
4. **True.** In order to make visualising effective, the teacher would need to prepare where in the text she might use this strategy as well as how she would scaffold the visualising process.

## Lesson 17

**Question 3 is an inference question.** The text does not say why Bongji screams so we have to infer the answer. Our experience tells us that people scream when they are scared, or when they are very excited. We have already read that Bongji was very glad to see her cousin. We can infer that Bongji is excited and eager and that's why she shouts, rather than quietly asking Dumini to go to the park.

## Lesson 18

1. **True.** To monitor means to check.
2. **False.** Even fluent readers need to monitor their understanding, but they are generally able to do it quickly and often unconsciously.
3. **True.** A good way to try and repair a gap in understanding is to go back to where it last made sense and to reread the section after that.
4. **False.** Learners should try to work out the meaning by rereading or even reading ahead. They should only consult a dictionary as a last resort.

## Lesson 19

1. **b)** Word reading refers to learning to recognise and read words quickly and accurately.
2. **b)** Rapid word reading improves oral reading fluency.
3. **b)** A high frequency word is a word that is used often in texts. (Many high frequency words in English are also sight words.)
4. **b)** Sight Words are words that can be recognised without sounding out every phoneme.

## Lesson 20

1. **c)** Literal, as the text tells us she is making bread.
2. **b)** Inferential, as the readers have to work out for themselves why she puts the bread on the windowsill.
3. **a)** Literal, as the text tells us that her husband is Umnumzana Nkawu.

## Self-Assessment Notes

A series of horizontal dotted lines for writing notes.





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